

CAMPUS ACTIVITIES

PROGRAMMING®

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**A Values-Based
Approach for
Organizational Leadership**

**Creating a Professional
Development Series
for Program Boards**

**6 Keys to Motivating
Students in
Unpaid Positions**

**A Historical and Literary
Analysis of Internships**

**Teamwork Lessons
from the Avengers**



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“We must commit to their success as much as we ask them to commit to our organizations. To motivate our students properly, we must understand why they choose to get involved.”

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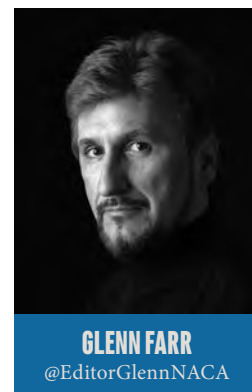
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The Importance of Supporting Leadership



MY FIRST OPPORTUNITY TO PRACTICE LEADERSHIP occurred near the end of my junior year in high school when I was appointed editor of our yearbook for the following year. I was a bit surprised by the appointment and apprehensive about the responsibility it entailed, but I figured if I'd been selected, those choosing me must have known something I did not – that I was capable of doing the job.

I followed a very confident editor whose book had won multiple awards in competition. I felt I had much to live up to and found that daunting. In addition, the previous editor took me aside to share that the yearbook advisor did not want me to be editor. She felt I was “incompetent,” but he had convinced her I could handle it. Any glimmer of confidence I felt fell so hard it likely left a crater where I stood.

I will never know why he told me that. To motivate me to work against her low expectations and succeed? To ingratiate himself for supporting me? To diminish my confidence to ensure his book would stand above others that followed for years to come? Regardless, I felt completely unsupported in my new leadership position.

As the fall semester progressed, I discovered aspects of organizing a yearbook of which I was completely ignorant, and there were no others on the staff with the experience to help me. The student business manager also did not feel confident in handling her responsibilities and quit, and the student chosen to replace her resented not being chosen first and was reluctant to let me forget it. Consequently, the advisor was required to become involved in more day-to-day responsibilities of crafting the book and she wasn't happy about it.

But, as is my tendency, when I agree to do something, I lean in and get the job done, regardless of what I consider the quality of the outcome to be. I did not have high expectations for the book, but I did my best. To my astonishment, it won a few awards at competition the summer after I graduated. Also, during senior awards before graduation, I was presented the Danforth Foundation's I Dare You Award for my service to the yearbook staff.

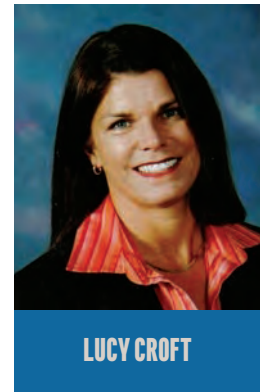
Still, for some years to come, “incompetent” reverberated throughout my being when I approached a new challenge, no matter whether it was job related or connected to artistic pursuits. It wasn't until much later when I began acting in and directing stage plays that I found I intuitively knew how to encourage others to succeed. I also realized I could encourage myself. So, now, I not only support others' leadership, I support my own.

I'm sure a scenario such as the one I experienced on my high school yearbook staff is familiar to campus activities advisors. Many students experience crises of confidence, and I'm sure it's one reason our field has taken the proactive course to support leadership development. From direct experience, I can tell you how valuable that support can be.

NACA® CORE VALUES: STEWARDSHIP INNOVATION COMMUNICATION RESPECT LEARNING INCLUSIVITY

These core values are the fundamental beliefs that guide our behaviors and decision-making process. As a recognized leader in higher education, we believe our professional values are vital to the advancement of the Association and the campus activities profession.

Launching NACA's New Strategic Plan: It Takes a Team



A year ago, then incoming Chair of the Board of Directors Dan Fergusson announced it's a great time to be part of NACA. As your current Chair, I couldn't agree more with Dan's enthusiastic assessment. I've had the honor of serving you as a member of the NACA® Board of Directors for four years and have been an NACA® member for almost 30. I've loved being a part of NACA over the decades and can honestly say I've never felt better about the future of the Association with the launching of our new strategic plan (see p. 14).

As a marathon runner and triathlete, I live by planning and training. But planning and training are useless without motivation and a shared vision among team members. Motivation must come from passion and a vision must be shared openly by leadership to come to fruition.

"The real secret of success is enthusiasm," said Walter Chrysler, founder of the automotive giant.

"The only thing worse than being blind is having sight but no vision," said Helen Keller.

Truer words have never been spoken.

NACA's leadership team is excited to be launching our new strategic plan. With a clear direction set forth by the Board of Directors under Dan's leadership, the Strategic Planning Task Force – over the course of several months and countless hours – reviewed and analyzed data, researched higher education trends and best practices, participated in membership discussion and focus groups, conducted research and executed in-depth strategic analysis. The result was the new NACA® Strategic Plan.

Through the dedication, passion and hard work of the Strategic Plan Task Force, every level of membership was afforded the opportunity to share insights and provide constructive feedback, thus contributing to the roadmap (or, as I would call it, the training plan) for the Association's next three years.

The NACA® Strategic Plan, our shared vision, includes innovative new approaches to member value, targeted professional development, and volunteer opportunities. And throughout all the Plan's initiatives will be woven an unwavering focus on member engagement. I have always valued NACA for the Association's spotlight on involvement among members at every level, and I look forward to helping the

Association continue to be the undisputed leader for knowledge, ideas and resources for campus life.

In triathlons, a training plan starts with a goal in mind. How fast do you want to swim, bike and run? And which will be your power leg of the race? Are you a strong swimmer, does your bike have the best ergonomics for you, and what does your race-day nutrition look like? Every racer is different. (I'm great in the water, but tend to get passed by stronger bikers). By the same token, every one of you has your own interests, strengths and professional goals. And the NACA® team is here to help make the most of your interests and offer opportunities for engagement.

Over the summer, the Board will continue to define the outcomes (goals) of the three-year strategic plan. In particular, NACA will set benchmarks for student life professionals to develop new skills, make connections and access useful, practical resources. You will find more (and more relevant) webinars, online offerings, training programs and advising resources, as well as access to associate members to help you bring exceptional programming to your campuses. For associate members, enhanced engagement and connections will expand opportunities to share programming ideas with new audiences.

As members, you are part of the NACA® team, so please take advantage of the tremendous available learning opportunities and resources to help you get where you want to be while having fun along the way. The NACA® staff, Board of Directors and volunteers have done the planning. Now it's your turn to get the most from your membership. NACA is primed to continue elevating our profile as the "Premiere Campus Activities Association in Higher Education."

GO TEAM!

(The Strategic Plan Task Force was led by co-chairs Dr. Lucy Croft and Ebony Ramsey and included Dr. Beth Triplett [facilitator], Sue Boxrud, Melissa Beer, Josh Brandfon, Peter Pereira, Dr. Telesia Davis and Maureen Taylor.)

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Building the Foundation: A Values-Based Approach for Organizational Leadership

By

JARED R. EAKINS

University of Illinois at Urbana-Champaign

HUNDREDS OF BOOKS HAVE BEEN PUBLISHED on the topic of values-based leadership, and it's clear this topic has entered our collective consciousness. Often, values are an afterthought in leadership development work, yet leaders are expected to use their "common sense" to behave ethically. Unfortunately, this approach yields questionable results at best and is not sustainable in an organizational context.

Values should be central to your daily actions as a leader rather than a haphazard by-product. What are your values as a leader? How do you integrate your personal values into your leadership style? These are just a few of many critical questions that drive values-based leadership. Are you ready to explore the significance of values in the context of leadership and how you can integrate values into your actions as a leader?

Significance of Values

I'm a huge fan of home improvement shows on HGTV. "Property Brothers," "House Hunters," "Fixer Upper" – I love them all! Aside from being highly entertaining, I think these shows demonstrate an important lesson for the significance of values in our organizations.

More often than not, the contractor on these shows discovers a structural issue with the desired property. Repairing the newly discovered cracks in the foundation, water damage, mold, termite infestation, or other similar issues will carry a cost for the future homeowner. Whether that cost is managed immediately or later is up to the homeowner, but one thing's certain – these structural issues will impact the homeowner at some point if they move forward with the purchase.

As a leader in your organization, it's important to understand that values serve as the foundation upon which your organization is built. Can you continue to lead your organization without having a clear sense of your values? Similarly, can the homeowner on the HGTV show continue to live in a house without a solid structural foundation? The answer to both questions is yes, but it isn't wise to avoid addressing structural issues. Just as you wouldn't want your house to collapse from extensive termite damage a year after you've purchased it, you wouldn't want to make destructive leadership decisions because you don't have a clear sense of your values and how your leadership impacts your organization.

Being "Under the Microscope"

When you're a leader, you must recognize others will look to you as a role model, regardless as to whether you consider yourself one. You're "under a microscope," both within your organization and elsewhere on campus, as others pay closer attention to you due to your position. Being a role model is incredibly important for a leader, and having a solid moral and ethical foundation is crucial to being a good role model.

If a leader doesn't have this foundation, followers may begin to emulate the leader's behaviors that are not good practices. Kouzes and Posner (1987, 2007) term this concept "Modeling the Way" in their book "The Leadership Challenge" as one of five exemplary practices for leaders.

Role modeling becomes even more important when you're forced to make tough decisions. Leaders often face situations in which there isn't a clear right answer, situations known as *ethical dilemmas*. An ethical dilemma is "an apparent conflict between moral implications in which obeying one would result in transgressing another" (Day, Harrison, and Halpin, 2009).

Consider this example: you're the president of your student activities council, and your best friend, who is also in the organization, has missed several events without notifying their peers they were planning to be absent. According to your policy, your friend should now be removed from the board. Do you choose to remain loyal to your friend and allow them to remain on the board? Do you follow your organization's policy and

remove your friend from the board?

Loyalty to a friend and adherence to policy are both noble pursuits and, in this example, choosing one means violating the other. Not only must you make a tough decision, you'll likely need to justify your decision to others inside and outside your organization. Leaders constantly face decisions that have strong moral and ethical implications, so having a strong foundation of values is critical to being an effective leader.

Integrating Values into Leadership

Knowing the significance of values and role modeling, it's important to consider how to integrate values into your decisions and actions as a leader. You must articulate and clarify your own personal moral values. This self-awareness is necessary for you to take the next step and empower others in your organization to reflect on their own values. Here are two practical methods you can employ to integrate your values into your actions as a leader and serve as an effective role model for values-based behavior:

1. Personal Reflection

Leaders must consider the impact of their actions and decisions on others, and personal reflection is a gateway to seeing the bigger picture. Remaining solely self-interested creates a higher likelihood of causing harm to others, whether you intend to or not. Being forced to reflect on your own values and how you can apply them as a leader in your organization will help you better understand the ramifications of your decisions and help you lead more effectively.

An effective way to facilitate personal reflection for those in your organization is an activity called the "Values Barometer." Simply read a series of statements and have participants go to designated areas of the room to indicate their level of agreement or disagreement with each statement. This forces participants to make active values-based choices. To de-brief after each statement, the facilitator can ask certain participants why they responded as they did.

This is merely one example of many activities that could be effective in reinforcing this concept. Greater self-awareness of your own values helps you respond more effectively to ethical dilemmas as a leader. If you're not solid in your own morals, making effective and ethical decisions is much more difficult. Furthermore, a lack of clarity in your own values will set a poor leadership example others in your organization may follow, which could lead to negative consequences.

2. Cross-Cultural Interaction

Self-awareness of your own values is essential for effective leadership, but this is only the beginning of putting your values into action. It's also crucial to be aware of other values, beliefs and perspectives you may not have previously considered. A great way to incorporate these new perspectives into your work as a leader is through intentional and consistent cross-cultural interactions.

Interactions with peers, professors, advisors and others of different cultural backgrounds can provide powerful learning opportunities and also force organization members to consider different perspectives. The resulting cognitive dissonance could potentially lead to an appreciation of these differences and could also help your organization reach a

broader audience on campus. Cross-cultural interactions may also highlight values and perspectives you may not currently be representing in your organization.

There are several ways to ensure your organization has exposure to these different perspectives:

- Contact the multicultural affairs department on campus to plan a workshop or training in cross-cultural understanding for your group. Take advantage of experts that are accessible to you!
- Use targeted outreach and recruitment of various student populations to help bring a diverse mix of students to the table and create the environment for valuable cross-cultural interaction.
- Co-sponsor various events with culturally based student organizations, which not only affords cross-cultural interaction, but also widens your reach on campus.

What Does It Mean for You?

Having a strong foundation of values is critical for you to be an effective leader and will ultimately benefit your entire organization because it will have a grounded leader modeling this behavior. However, with multiple different events, recruitment of new board members, and countless other organizational tasks vying for your attention, it may seem impossible during your busy programming schedule to focus on values. To combat this, you can use established meeting times to engage peers in values-based discussions and activities, such as those mentioned above.

Similarly, retreats provide a great opportunity to establish the importance of values at the beginning of the year and to revisit them throughout the year. Ultimately, it is especially important for you to remain grounded in your own values and challenge your peers to prioritize this, as well.

How will you push both yourself and others in your organization to develop a solid foundation of values to build upon for the future? You have much influence as a leader, including the power to effect change, leave a legacy, and so much more. Along with this power, you also have a responsibility to consider the impact your decisions and actions have on others in your organization. Values articulation and integration comprise an ongoing process. Don't be like the negligent homeowners on HGTV who ignore cracks in the foundation!

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About the Author



Jared R. Eakins is a program advisor for Student Programs & Activities at the **University of Illinois at Urbana-Champaign**. Active as an NACA® volunteer, he currently serves on the staff for this summer's S.P.I.R.I.T. Institute. He holds a master's degree in higher education and student affairs from Indiana University.

Creating a Professional Development Series for Program Board Members

By

JILLIAN VAN AUKEN

University of Dayton (OH)

Professional development provides students an opportunity to form a better connection between the knowledge and skills attained as a result of student organization involvement and their chosen field of study. Students often join student organizations to make new friends, develop a new hobby or delve deeper into an already established area of interest. After joining a student organization, students begin to realize the many benefits of their involvement, and the learning that takes place.

To assist students in connecting the knowledge and skills developed as a result of their involvement in a student organization, I find it helpful to provide students with ongoing professional development opportunities throughout the academic year. A few years ago, in an effort to integrate professional development into the fabric of the program board experience, my graduate intern and I created a curriculum, based on established learning outcomes, to provide a framework for the professional development in which the general board and officers would engage during their involvement in the organization. The curriculum outlined activities and resources that could be utilized to address the learning outcomes through workshops, guest speakers and retreats.

As a result of the curriculum, the professional development model we implemented included three retreats (summer officer retreat and fall/spring general board retreats) and a monthly professional development series consisting of one-hour workshop sessions each month. The process for launching the professional development series involved:

- Creating learning outcomes to define the desired learning,
- Brainstorming topics or sessions to address each learning outcome,
- Identifying campus partners to facilitate each session, and
- Developing an assessment instrument to evaluate the learning taking place as a result of the series.

Benefits of implementing a Professional Development Series

Developing a program board professional development series provides students consistent, ongoing opportunities to hone their leadership skills, connect their experience on the program board to their field of study and communicates the importance of lifelong learning. In my experience, we do students a disservice and add extra work to our plates as advisors when we facilitate these learning moments only a couple times a year.

When I began advising, the norm was to host a retreat at the beginning of fall and spring semester, with little intentional development opportunities in between. I found this strategy to be ineffective and, honestly, more time consuming, as I had to spend more time revisiting concepts individually with students instead of building in time each month for intentional learning. In addition, it was a challenge to cram all the necessary content into two one- or two-day retreats, with information many times getting lost due to the nature of a full-day retreat and the attention spans of students.

Creating a monthly professional development series allowed me to revisit and reinforce concepts throughout the year, increasing the likelihood that information would be retained by and meaningful for the students. The monthly workshops created more space for quality learning and integrated training and development into the fabric of the organization, instead of treating these opportunities as isolated events.



As part of a curriculum to offer professional development for program board members, the CAB at the University of Dayton scheduled three retreats during the academic year.

The feedback I received from students about the monthly series was that they felt more prepared and confident in their positions within the program board, and the emphasis placed on their learning made their experience more meaningful. In the end, the professional development series increased their confidence as leaders, provided more opportunities for growth and instilled in them the value of self-motivated, voluntary engagement in opportunities to develop new knowledge and skillsets.

Learning Outcomes and Goals

The first step to developing a professional development series is creating learning outcomes to serve as the foundation for each workshop session. A learning outcome describes what an individual is expected to know or learn as a result of participating in an exercise, class or workshop. Learning outcomes should be specific to the experience and measurable to ensure learning takes place. The learning outcomes we established for our professional development series were divided into the following categories:

- Communication,
- Event planning,
- Leadership development,
- Diversity and multicultural competence,
- Intrapersonal skills, and
- Interpersonal skills.

It was our goal to address at least one of the outcomes in each category each month throughout the duration of the

academic year. Establishing learning outcomes on the front end of the series' implementation provided us direction and held us accountable for providing students with relevant workshops with tangible information they could use in their current positions and beyond. While the workshops connected to their involvement on the program board, they were intentionally designed to provide students practical knowledge they could use in all aspects of life. The learning outcomes also provided us a vehicle to assess the learning taking place during the workshops and the overall impact of the series on the students' development.

Campus Partner Involvement

Inviting faculty and staff to facilitate monthly professional development workshops is a great way to utilize the expertise of the campus community while also introducing students to campus resources. For each of our sessions, I identified a faculty or staff member who either had expertise in the content area or possessed beneficial information to share with students. Through this approach, students not only learn about the content area, but also often learn about a campus resource they can tap into for future events or programs.

For instance, we invited the assistant director for the Office of Community Standards and Civility to talk about conflict management, and he was able to provide students with practical examples of what conflict might look like in daily life. Students learned about their individual conflict management styles and

University of Dayton CAB members participate in a relationship building activity destined help newly elected leaders to build a foundation for working together in the coming year.



were able to relate them to real-life scenarios.

Working with campus partners is a key component of the event-planning process. By introducing students to faculty and staff who have a vested interest in their development and the programming provided by the organization, students feel more comfortable tapping into resources to accomplish their goals and, as a result, increase their networks on campus.

Assessment of Student Learning

Assessment should play an integral part in the planning and implementation of a professional development series. To ensure the series is effective and is meeting the needs of organization members, it's important to collect regular feedback from participants and adapt the series as needed. I use a two-part process to evaluate the learning that takes place during our monthly professional development sessions:

1. Session evaluations
2. Officer pre-/post-assessments

After each professional development session, I send out a short evaluation based on the learning outcomes identified for the session with specific questions about how successful the session was in addressing the learning outcomes and how satisfied students were with the session. The specific questions regarding learning outcomes allow me to evaluate how much information was retained and the impact of the session on each student's development. The satisfaction questions provide me insight into how well the session was facilitated and into adjustments that need to be made for the next session.

In addition to the session evaluation, I have the officers in the organization complete a pre- and post-assessment of their development for each of the learning outcomes over the course of the year to get a more in-depth understanding of the impact of the professional development on their experience throughout their involvement in the organization. The officers complete the pre-assessment at the beginning of their leadership term to assess where they are in the development of each of the outcomes and a post-assessment to evaluate the growth that took place during the year.

I meet with the students at the beginning of their leadership term to create goals to address the areas they identified as areas of growth and again at the end of their term to provide feedback on their overall performance during the year. The session evaluations coupled with the pre- and post-assessments provide an in-depth look into the overall impact of the professional development opportunities on students' development and allows for regular adjustments to be made to the series to ensure its relevance to the student experience.



University of Dayton CAB officers discuss programming for the upcoming semester.

Tools for Success

By integrating professional development into the fabric of a student organization, membership in the organization extends beyond the development of a social network to a meaningful learning experience. Students gain valuable knowledge and skills that will increase the likelihood they will graduate and successfully transition into their first full-time position after college.

The learning that takes place as a result of participation in professional development assists students in understanding what it means to be a leader, how to communicate and interact with individuals from different backgrounds other than their own, plan effective events and become more self-aware. When learning is placed at the center of a student organization experience, students have the confidence to step outside of their comfort zones to achieve their goals and increase their overall impact on the campus community.

In my experience, developing a professional development series is the key to retaining membership and providing students the tools they need to be successful during college and beyond.

About the Author



Jillian Van Auken is assistant director for Student Life at the **University of Dayton (OH)**. She previously was coordinator for Student Activities at Indiana University Purdue University Indianapolis, where she was named Advisor of the Year for 2010-2011 and 2013-2014. Also, while a graduate assistant at Miami University (OH), she was named Outstanding Graduate Advisor. She served as a 2015 Graduate Intern Mentor for NACA® Mid America, as the region's 2016 Assistant Special Events Coordinator and currently serves as its 2017 Special Events Coordinator. In addition, she has presented educational sessions for the region's conferences. She holds a bachelor's degree from Otterbein University (OH) and a master's degree from Miami University (OH).

GETTING THE MOST OUT OF ONE-ON-ONE MEETINGS BETWEEN STUDENTS AND ADVISORS

By
MIC BRUNNER
Longwood University (VA)

One-on-one meetings between students and advisors have incredible potential to develop and enhance student growth on a variety of levels. When a one-on-one is structured similarly to a coaching conversation, it allows the student and the advisor to get more out of each meeting.

Coaching Conversations

According to Cheliotis & Reilly, a coaching conversation should:

- be highly intentional,
- focus on the other person, and
- encourage growth or change.

These characteristics are also evident in a one-on-one between advisor and student.

Student affairs professionals strive to be highly intentional. Whether it be discussing the strengths and areas of improvement of a past program, the details of an upcoming program, potential future programs, marketing upcoming programs or myriad other topics, there needs to be an objective for each meeting. It's important to remember that topics can be introduced by either person.

The main purpose of one-on-ones with student leaders is to help them thrive in leadership positions. When I hold a one-on-one with a student the first time, we discuss the importance of these meetings, how to best structure them for mutual benefit, and that they will be as long or as short as needed. Flexibility is helpful since schedules change weekly and students may experience various stresses that cause meetings to proceed differently.

These meetings should lead us to discuss what the student has done personally to benefit the organization, what the student has learned and how to apply that to other areas of life. When these aspects have been adequately covered, each party should feel confident about what to do next. But having a good structure to a conversation is just one part of effective one-on-ones.

Listening for Understanding

The difference between hearing someone and listening to them is immense. When you hear someone speak, you most likely can identify the speaker and generally what was discussed. But when you listen to someone, you're able to deeply

understand what they're trying to convey, and may even use context, such as their tone, to gain an even larger sense of their message. Listening for understanding means you're able to comprehend what the speaker was saying to the extent you're able to paraphrase what they said.

Listening for understanding also allows you to show the speaker know you value them enough to want to know what they have to say. It's an immensely powerful feeling to truly be listened to, and this is the level of support student affairs professionals want to give students.

Continuing to reflect on different aspects of listening will allow you to increase your ability to truly listen to others. There are various listening assessments available, including one by Madelyn Burley-Allen, which can be found at <http://naca.ws/2o8o2O3>. You can repeat such an assessment over time to see your progress in becoming a better listener.

You may also assess your ability to listen by reflecting upon your current listening qualities, as well as listening qualities you wish to develop. This helps you create a more holistic picture of the type of listener you are. For example, you may maintain strong eye contact throughout conversations, which tells the other person you value them. Conversely, if you constantly check your phone, computer or smart watch, you convey mixed/negative signals about the value you place on what they're saying.

Giving Feedback

Feedback is the process in which a person is able to learn from what they have done so they can make improvements. Two major areas in which feedback should be addressed are:

- what went well that should continue or be enhanced, and
- what didn't go well, from which we can learn and that we should avoid in the future.

Feedback is essential in any one-on-one conversation with a student. It allows us to address both organizational and personal triumphs and frustrations.

Destructive feedback is matter-of-fact and spares no feelings. It tells someone, “You were wrong.” It doesn’t provide for positive outcomes or learning moments. Although it’s important to be honest when giving feedback, it’s also important to remember why you’re giving it. If the reason is to better the individual or the organization, destructive feedback is not productive.

Mollifying feedback consists of being nice and polite and can often also be quite unclear. This type of feedback is often the result of wanting to protect the relationship or the other person’s feelings – to the extent that nothing new is learned. Although it’s important to celebrate someone’s successes, feedback should focus on the entire picture of the event and the individual’s performance.

Genuine feedback is not too cold and not too hot, but just right. It allows the listener to see the whole picture of what happened, both good and bad. Genuine feedback communicates to the other person that you value them as an individual and member of the organization, and you want to see them grow. Without this type of feedback, it could be difficult for an organization to constantly move forward.

Using a Conversation Framework

There is a general framework (“The A to B Conversation Framework,” Hearne & Marx 2016) I like to use for one-on-one conversations with students I meet weekly or bi-weekly. This framework is a formal process I learned in my graduate program at Newman University’s (KS) Graduate Education Department. It’s used by leadership coaches during consultations with clients, and although it’s very organized, it can be treated as more of a guideline when working with student leaders.

First, **building community** allows for a relationship to strengthen and become more than just a supervisor/subordinate relationship. This can be as simple as discussing classes or other campus involvement, but it’s important to be able to interact together. This is also a great time for continuing conversations such as, “I know you were stressing last week about your biology test; how did that go?” or “How was your visit home this weekend?” Not only does that focus on the student, it also shows you remember what they told you previously and care what happens to them.

Next comes **establishing the “B.”** At the beginning of a conversation, we are at “A,” so what do we want to accomplish by the end of it. In one-on-ones with students, I have learned there can often be quite a few “B’s” in one conversation and, while there’s nothing wrong with that, it should be made clear to both people what will be discussed.

Listening for understanding is a critical part of the A to B

Conversation Framework and often is one of the larger components. At this point, much of the conversation should be driven by the student, both reflecting and preparing. The advisor should ask powerful questions, paraphrase as needed, and ride along as the student guides the conversation. To keep the focus on the student, eliminate first-person language here. Instead of saying, “I like that idea,” say, “That’s a nice idea.” It conveys a similar message, but doesn’t draw attention away from the student.

Throughout the course of the dialogue, it’s possible to experience many twists and turns, which make for good conversation and learning. It’s also where we should be **checking the agreement**, or the point at which we reflect on where we said we were going to see if we’re headed in that direction, if we’re headed in a new direction and need to change, or if we’re headed in a new direction and need to continue pursuing the new direction – essentially redefining our “B.”

Next, we **continue to listen for understanding**. Again, we focus most on what the student has to say, asking open-ended questions. Allowing the student to dictate most of the topics shows them how much we value them. It’s good at this point to ask open-ended questions that stimulate conversation.

Then comes the time to discuss **next steps**. In this part of the conversation, we begin exploring tangible actions to be taken and a potential timeframe. Paraphrasing can be beneficial at this point. It helps the student to hear someone articulate the next steps and the advisor to clarify what will happen. It’s good to discuss concrete action steps, better to set a timeframe, and best to cover both of these things, as well as determine whether follow-up will occur at your next scheduled one-on-one or during informal conversations. The cycle of defining the “B,” listening for understanding, checking the agreement, continuing to listen for understanding, and defining the next steps can be repeated many times throughout the course of a conversation.

Finally, **assess the agreement**. Here, the student can reflect upon the conversation, see what was accomplished and how closely aligned it was with the original agreement. It’s also a time for the student to give communicative feedback to the advisor about their listening and advising. Keep in mind that a one-on-one conversation can be very informal, and this framework serves more as a guideline than a precise map.

Even loosely following the framework of a coaching conversation during a one-on-one allows for the student to be heard and for the advisor to support the student. Using genuine feedback that’s communicative helps everyone involved to build upon their accomplishments and learn from their frustrations. In every situation, when good listening skills are used, the speaker and their ideas are heard and valued.

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Meeting Them Where They Are:

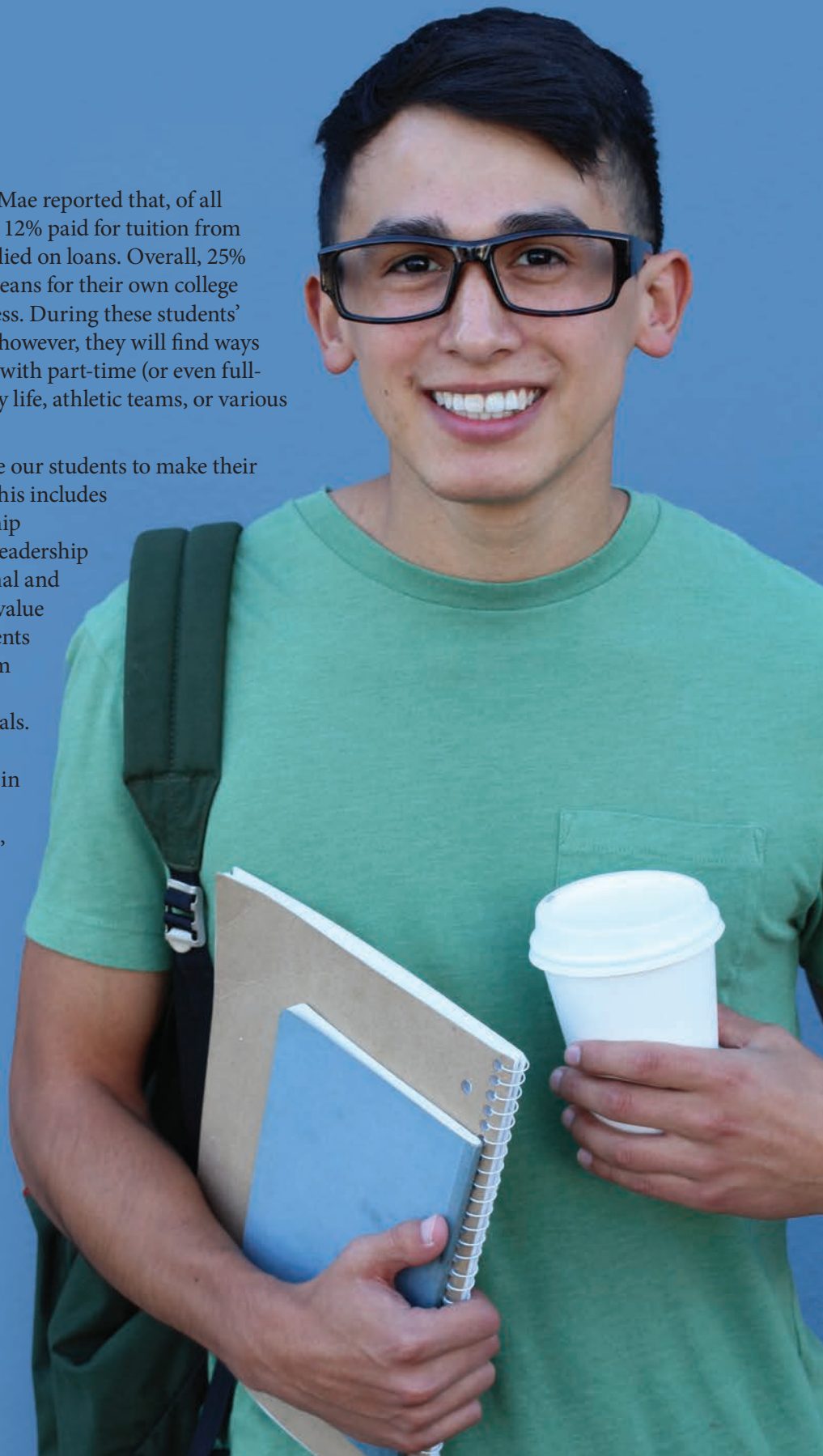
6 Keys to Motivating Students in Unpaid Positions

By
LAUREN FINN
Rollins College-Winter Park (FL)

FOR THE 2016 ACADEMIC YEAR, Sallie Mae reported that, of all students attending colleges and universities, 12% paid for tuition from their own income and savings, while 13% relied on loans. Overall, 25% of students are responsible for finding the means for their own college tuition and enduring the accompanying stress. During these students' four years, academics will take top priority; however, they will find ways to fill what little spare time they might have with part-time (or even full-time) jobs and joining fraternity and sorority life, athletic teams, or various other campus organizations.

We who work in student affairs encourage our students to make their college experience as fulfilling as possible. This includes striving to build their résumés with leadership positions on and off campus. Most of these leadership positions are unpaid, but vital for the personal and professional development future employers value in applicants. When working with our students in entertainment programming, we ask them to commit to tasks that would otherwise be paid positions for event-planning professionals. This leaves us with an important question: How can we motivate our students working in entertainment programming organizations without some sort of pay incentive? After all, it's our responsibility as advisors to build the framework for our students to succeed.

When motivating our students, we need to follow several steps. We must commit to their success as much as we ask them to commit to our organizations. To motivate our students properly, we must understand why they choose to get involved. There are a multitude of reasons students choose involvement, ranging from building their résumés with leadership experience and broadening their transferable skills to finding a place to meet other students with similar interests. We must respect all their various reasons and find ways to enhance their experience.



1. Provide an "Anchor"

A few years ago, Rollins College launched the "Find Your Anchor" campaign, which encourages students to find their niche on campus. The campaign focuses on the six pillars that inspire transformative change in students: care, holistic well being, advocacy, inclusion, growth and engagement. These pillars focus on the overall development of the student and empowering them to pursue meaningful lives and productive careers after graduation.

This, in itself, was a motivator for current organizations and campus departments to host events and programs targeted for first-year involvement. These organizations were looking to recruit new students to satisfy their respective missions, and the first-year students were afforded numerous opportunities to find places that fit with their individual values.

In student affairs, we recognize that this is the first time most of these students will be away from home and seek to make their experience as meaningful and fulfilling as possible. Students want to be engaged on and off campus with organizations that will create an impact and where they can meet other students with similar interests. They want to find organizations through which they can give as much as they get. Students will seek out organizations that will best align with their individual strengths. It's our job to make our organization the place where students want to get involved on campus.

2. Conduct a Job Analysis

From here, a crucial part of motivating students is ensuring you have the right student in the right position. An entertainment programming organization may consist of various positions, and each position must be analyzed. Performing a proper job analysis will determine what activities and responsibilities each position entails, as well as its relative importance, relationships between other positions, and the personal qualifications necessary for the performance of the position. A job analysis can also be useful when it's time to create position descriptions for recruiting and attracting potential new students with the right knowledge, skills and abilities for your organization.

Another crucial reason this is important is that job analyses ensure each position's responsibilities align with the organization's mission and vision. This may be time-consuming; however, analysis creates a more effective organization. If your organization is disorganized and losing sight of its mission, how can we expect our students to be motivated to perform their duties or responsibilities?

When you know the specific details of each position, you can better assess where your incoming students will best fit. They may have their sights set on one position, but their talents align perfectly with another without them even realizing it. A perceptive advisor can guide students to positions that will expand existing talents, as well as build new roles that are transferable to other aspects of their lives. We strive to find the right student for each position in order to build a successful organization. The right student is your organization's greatest asset.

3. Share Constructive Evaluation

As we continue to build the framework for our students'

success and gauge how we can best motivate them within our respective organizations, we must set our sights on performing constructive evaluations. We have the right students, we've afforded them ample time to gain experience within their positions, and now it's time to see how it's been working. During the onboarding process, an advisor, alongside the student leadership, set performance standards for each position. As the semester progresses, each individual's performance should be monitored to measure how it affects the overall success of the team, as well as the organization.

Conducting performance evaluations allows for the opportunity to assess individual strengths and areas for growth, align the individual with the interest of the organization and its goals, recognize the individual's overall performance, and finally ensure the organization is what they want and need it to be. A key strategy when motivating your students is meeting them where they are, not where you want them to be.

4. Instill Confidence and Motivation

With job analysis and performance evaluations, we've built the framework for our students to be able to come into an organization that has been analyzed and realigned with its own values. We know what our students' strengths and areas of growth are; now, we must instill in each student the confidence and motivation to reach their greatest potential. We have the opportunity to build connections with students when we meet them during evaluations and assess where they need to grow.

This can be done by entrusting them to contact vendors, providing resources like StrengthsQuest or the Myers-Briggs Type Indicator, or finding connections on campus. For example, a student may be interested in bringing several different concerts or live performers to campus, but our organization doesn't have the manpower or connections to produce such an event. This would be a key time to connect with student campus media organizations to see how we could build a partnership with the students leading the way.

5. Encourage Appropriate Risk

Encourage your students to reach new heights, to find new ideas or programs and events that haven't been used before, to try something new, even at the risk of failure. We should impress upon students that there can be more to learn from failure than success. Take time after every event to talk about what worked, what didn't, and what they would change next time. The more students engage in constructive dialogue with their peers, the more they will be motivated for success.

Every event, program, collaboration and partnership should be treated as a learning opportunity. Students learn adaptability, accountability, effective communication and humility as they work with teams within student organizations. These are all transferable skills necessary for life after graduation. If students are inspired and motivated to be successful in their positions in various organizations, their passion can make an impact on the campus community. Their peers and faculty will look to their leadership when situations arise. Students have the potential to set themselves as leaders and change-makers in the community.

6. Offer Relevant Rewards

If students meet performance standards that are set at the beginning of the term and adjusted during evaluations, they could potentially have a chance to attend the National Association for Campus Activities' annual National Convention. This event is not only an incredible opportunity in and of itself, but also provides an opportunity for students to make connections with vendors and other colleges or universities. When working with vendors, students can find new and creative ways to make events stand out and cater to the specific needs and desires of their campus communities. They can talk with other students at different colleges and universities to share experiences and insight about what works and what doesn't. Students will be able to put this event on their résumés as an invaluable leadership experience, which most other students aren't afforded.

We want our students to find the success that we enjoyed during our undergraduate years – and then to surpass those limits. By offering guidance and motivation, we have the opportunity to inspire our students to reach new heights and create a lasting impact within the campus community.

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2017 NACA STRATEGIC PLAN 2020

Vision

The **National Association for Campus Activities** will be the recognized leader in higher education for providing the knowledge, ideas and resources to promote student learning through engagement in campus life.

The Board of Directors approved the following two goals to guide the Association during the next three years as it moves toward achieving its vision.

Goal: Advisor Development

Establish NACA as the premier professional association for those who directly advise students engaged in campus activities.

Those with direct advising responsibilities were identified as the target population for this plan.

Equipping advisors with relevant tools, resources and networks will allow advisors to have a greater impact on student learning, NACA® engagement and campus programming—both now and throughout their future work in student affairs.

- Develop a model rooted in sound research and practice that supports seamless learning across all professional development offerings.
- Offer a comprehensive set of tools and resources that focus on programming and student organization advisors.
- Enhance opportunities and resources for graduate students to prepare them for their professional roles as advisors.
- Equip advisors to impact social justice through programming by providing the means to advocate for diversity and inclusion.
- Create local, affordable opportunities to facilitate community and encourage professional staff engagement.
- Expand opportunities for members to connect based upon their professional identities.

Goal: Membership Growth and Engagement

Stimulate membership growth and engagement by acting with intention, nimbleness and responsiveness in all endeavors.

The second focus, on **membership engagement**, will frame how the Association conducts its interactions and ensures its offerings provide value to members. The objectives in this theme will solidify the NACA® role as a leader in linking learning through campus activities with the entertainment industry.

- Develop a customized, interactive digital platform to encourage members to find resources, do business and engage with the association 24/7/365.
- Reengineer the convention and conference experience to maximize value and engagement.
- Leverage partnerships/collaborations to create new opportunities that advance the NACA® mission.



THINGS TO DO AT A NACA® INSTITUTE THIS SUMMER:

Connect with peers • Learn new skills • Become a better leader

HUGE LEADERSHIP WEEKEND

John Newcombe Tennis Ranch (TX)
May 25-28
Prices begin at \$419

SUMMER LEADERSHIP EVENT

Disney's Coronado Springs Resort (FL)
June 11-14
Prices begin at \$1013

STUDENT GOVERNMENT WEST

University of Denver (CO)
June 22-25
Prices begin at \$539

CONCERT MANAGEMENT

Vanderbilt University (TN)
June 6-9
Prices begin at \$539

S.P.I.R.I.T.

Washington University in St. Louis (MO)
June 15-18
Prices begin at \$404

STUDENT GOVERNMENT EAST

University of North Florida
July 13-16
Prices begin at \$569

PROGRAMMING BASICS

Eureka College (IL)
June 8-11
Prices begin at \$539

STUDENT ORGANIZATIONS

University of Akron (OH)
June 19-22
Prices begin at \$605

NATIONAL LEADERSHIP SYMPOSIUM

Texas Christian University
July 16-20
Prices begin at \$604

For more information, or to reserve your spot, visit
www.naca.org/institutes

THE LINK BETWEEN NEUROSCIENCE AND LEADERSHIP

By

ALLYSON N. MILLER

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Undergraduate student leaders are taught early the importance of knowing their values, leadership philosophy, and motivation for pursuing leadership opportunities. Yet, what most student leaders have not been taught is how their brains impact their leadership. The human brain is an amazingly complex and intricate organ that impacts everything we do as leaders. Let's examine the functions of the three main parts of the brain and how to use this knowledge to increase your effectiveness as a leader.

Anatomy of the Brain

The human brain has three main parts: brainstem, cerebellum, and cerebrum. Within the cerebrum, there are four lobes: frontal, parietal, temporal and occipital.

Brainstem

The brainstem, located at the base of the skull, houses most of the cranial nerves and connects the cerebellum and cerebrum to the spinal cord. Its primary goal is to control the automatic functions of the human body, such as heart rate, breathing and body temperature.

Cerebellum

The cerebellum is hidden under the cerebrum and controls muscle movement, such as the ability to pick up a pen and write down a favorite leadership quote.

Cerebrum

The cerebrum is a more complicated structure, having many important working parts. The occipital lobe, located in the back lower region of the skull, is responsible for providing vision and color. The temporal lobe, located on both sides of the skull, controls the Wernicke area (comprehension of language), hearing and some memory and emotion functions. The parietal lobe, located in the back upper region of the brain, is responsible for interpreting language, visual perception and sensory signals. Lastly, the frontal lobe, located in the top front of the skull, oversees behavior, knowledge, emotion, Broca's area (speech production) and critical thinking.

The Brain and Leadership

How does the brain impact leadership? The reality is that it impacts every aspect of leadership. Here are three specific aspects of the brain that can impact your leadership abilities.

1. The Amygdala

The amygdala, located in the temporal lobe, is directly responsible for emotions and memory. There are two different types of emotional states, positive or negative. Individuals with positive emotional tendencies, such as happiness, display attraction and approachable behaviors, while those with more negative emotional tendencies, such as fear or anger, display more defensive behavior (Gallagher and Chiba, 2002).

Human beings identify experience with emotions, whether good or bad. Here is a question: when was the last time you ate pancakes for breakfast? Unless it was yesterday or this morning, chances are you do not remember. Now, what if I asked you when was the last time your favorite sports team won a game? You will most likely be able to tell me who the team played, the final score, and other details of the game. This is because you had an emotional connection to this game.

When meeting new people, organizing a program, or even learning something new in class, try to create an emotional connection to the experience to enhance your ability to recall the memory later. One way to ensure an emotional connection as a leader is to tell stories to your followers that bring to life the information or lesson you are trying to convey.

2. Prefrontal Cortex

The prefrontal cortex, located in the frontal lobe, is responsible for social behavior, decision-making, and personality expression. Think of the prefrontal cortex as the CEO of the brain; without proper function, the rest of the brain fails. Arenander (2001, p. 2) says, "This brain region is most sensitive to stress and lack of sleep and substance abuse, all of which severely reduce its ability to function properly." Spending time relaxing, such as reading a book or hanging out with friends, along with ensuring you're getting quality sleep each night, can make the difference between CEO and unemployed. It's important for student leaders to take care of themselves, especially during high-stress times, such as the homecoming week or during midterms.

3. The Power of Dopamine

Dopamine is a neurotransmitter within the brain that carries electrical messages from one neuron to another and produces all sorts of happy feelings and increases your capacity to learn. The more positive an experience is, the more dopamine one's brain produces and the more learning one can achieve. Some ways to increase dopamine levels include laughing, pursuing activities that create a sense of accomplishment, and using personal strengths in projects (Willis, 2009).

Optimizing Your Performance as a Leader

There are multiple working parts in a human brain and one lobe cannot function without the other. It's important to establish an emotional connection to new material, take personal time to relax, and use strengths whenever possible. By understanding your brain and paying attention to the key tasks that optimize brain function, you will optimize your performance as an effective student leader.

By understanding your brain and paying attention to the key tasks that optimize brain function, you will optimize your performance as an effective student leader.

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"The Bell Jar":

A Historical and Literary Analysis of Internships

By

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WHAT DO THE FOLLOWING FILMS HAVE IN COMMON: "The Internship," "The Intern," "Animal House," "The Revenge of the Nerds" and "The Devil Wears Prada?" They all feature stories about interns (Donofrio, 2015). Internships are not a new concept in American society, but many are unfamiliar with the origins of the word. In modern English language, the word intern first appeared in the middle of the 19th century as a transitive verb meaning "to confine" or "to detain." For example, the borders of the camps defined where more than one hundred thousand Japanese Americans were "interned" during World War II.

However, around the turn of the 20th century, the meaning began to shift to refer more to the four walls of the hospitals where young physicians trained after completing their medical degrees. Subsequently, it became possible to speak of interning somewhere (as opposed to being interned) or to call someone an intern (as opposed to an internee, detainee, or prisoner) (Donofrio, 2015).

Internships today are defined and referred to in a number of different ways. In general, an intern is someone working in a temporary position with an emphasis on education rather than employment. Thus, in many ways an internship is like an apprenticeship (Weible, 2010).

In addition to movies, many books have been written about internships. One of them, a novel, "The Bell Jar," was written by Sylvia Plath based on an internship she held at Mademoiselle magazine in the summer of 1953 (Donofrio, 2015). I'd like to share with student programmers an overview of the evolution of internships through the lens of "The Bell Jar" to help undergraduates better understand the pertinence of internships in higher education today.

Brief Synopsis

"The Bell Jar" is a fictionalized account of Sylvia Plath's experience as one of Mademoiselle's guest editors for its August 1953 college issue. She was one of 20 from college campuses across the United States who traveled to New York City to intern for the magazine (Smith, 2010). According to the protagonist of the novel, Esther Greenwood,

We had all won a fashion magazine contest, by writing essays and stories and poems and fashion blurbs, and as prizes they gave us jobs in New York for a month, expenses paid, and piles and piles of free bonuses, like ballet tickets and passes to fashion shows and hair stylings at a famous expensive salon and chances to meet successful people in the field of our desire and advice about what to do with our particular complexions (Plath, 1971, p. 3).

Esther hopes her internship will give her an edge in the job market after completing her degree because "my mother kept telling me that nobody wanted a plain English major" (Plath, 1971, p. 76). Furthermore, Esther's realization



she would soon join the “real world” was daunting considering she felt that, “The one thing I was good at was winning scholarships and prizes, and that era was coming to an end” (Plath, 1971, p. 77).

Due to Esther Greenwood’s overwhelming anxiety about life after graduation, in addition to some other issues, the story concludes with her admitting herself into a psychiatric ward (Plath, 1971). The story’s conclusion is a powerful reminder to today’s undergraduate students to not let anxiety about the future impact their health.

Relevance to College Interns

In 1938, the year *Mademoiselle* published its first career-focused issue, Congress approved the Fair Labor Standards Act (FLSA), a major reform bill that established the first federal minimum wage, 40-hour workweek, and overtime pay standards. However, soon afterwards, the Supreme Court opened a loophole in the FLSA by ruling that “trainees” could legally be employed without pay (Donofrio, 2015).

In its decision in *Walling v. Portland Terminal Co.* (1947), the Supreme Court outlined a stringent six-point test for determining who could be considered as “trainees,” citing (among other things) that trainees must receive meaningful training (similar to training that would be given in an educational environment), that the training must benefit the trainee and must not benefit the employer, and that trainees must work under close supervision and not displace regular employees (Donofrio, 2015). This legalization of internships allowed students who normally would not have any work experience to gain hands-on work experiences while enrolled in school.

Likewise, Esther’s realization that she “needed experience” to write a novel is similar to what students who have not completed an internship may feel at graduation. Esther expresses that she cannot write meaningful fiction without having first acquired some powerful experience. This common “writer’s complaint” is very similar to that of the anxiously careerist college student looking to enter a field in which they lack qualification simply because they do not have enough experience to “compete” (Donofrio, 2015).

Considering Internships through a Critical Lens

Esther Greenwood’s journey in “The Bell Jar” as a young college student trying to open career options by pursuing an internship is just as relevant to the experiences of college students today. Although, in the past, many academic purists did not believe internships served a meaningful purpose, nowadays most agree internships play an important role in student learning and award academic credit for completion of internships (Dick & Holt, 2013).

Esther Greenwood worries throughout the story whether her internship experience will have any significant impact on her future career. It’s important for readers not to allow the tragic ending of the story to overshadow the importance of internships as a mechanism for exploring career goals and gaining professional experience. Ultimately, students should use this story to consider internships through a critical lens, as institutions of higher education continue to encourage students to secure internship experience before graduation.

Esther Greenwood’s journey in “The Bell Jar” as a young college student trying to open career options by pursuing an internship is just as relevant to the experiences of college students today.

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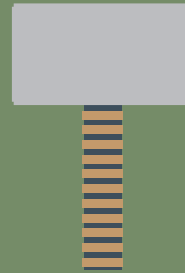
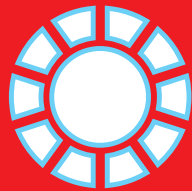
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The Avenging Approach

Teamwork Lessons from the Avengers



By

TREVOR JONES

Florida Atlantic University-Boca Raton

ONE OF THE BEST ASPECTS OF SERVING ON A PROGRAMMING BOARD is becoming a member of a team that shares a common goal. One of my favorite teams is the Avengers, a fictional group of superheroes appearing in Marvel Comics publications and films. I describe their approach to teamwork as the “Avenging Approach.”

The Avengers are a group of individuals who can set aside their differences to complete their shared goal of saving the world and their members display many characteristics and attributes that help them succeed. Let’s consider five teamwork lessons that campus programming boards can learn from the Avengers.

1. Know Your Team

Every individual team member comes with different skillsets, strengths and weaknesses. A successful team is aware of how to use these strengths and weaknesses to benefit the team.

For example, Steve Rogers (Captain America) has the ability to lead his team into difficult battles and delegate tasks, but his weakness is that he suffers from anything that can harm a human being. He does not have the ability to automatically regenerate his health as his fellow team members do. So, the Avengers strategically delegate activities that would hurt humans to other members of the team to avoid any danger to Captain America.

Dr. Bruce Banner (the Hulk) serves as the tech geek on the team. He’s a radiation specialist who educates the team on technical issues. In addition, he has super-strength smashing capabilities when he transforms into the Hulk. When Captain America needs technical advice, he turns to Bruce Banner, and

when he needs to have an object crushed, he calls on the Hulk.

Thor, known as a living god, is a stellar team player with an affection for, and loyalty to, Earth.

Tony Stark (Iron Man) is very resourceful, highly intelligent and serves as the brain for The Avengers.

Get to know the strengths and weaknesses of your team. This will help ensure you assign tasks to the appropriate people with the best skillset for handling each task. The more you work together and get to know each team member on a personal level, the stronger your team ultimately will be.

2. Understand Team Members' Communication Styles

Assembling a team of unique personalities means there will also be unique communication styles. The Avengers are cognizant of the different communication styles on their team and use this knowledge to deal with challenges they face. For example, in the middle of a battle, Iron Man can communicate

with some of The Avengers (e.g. Captain America, Hawkeye, and Black Widow) while whizzing across the sky. On the other hand, Thor and the Hulk can communicate to Iron Man only through those three people.

Communication within a campus activities board is KEY! Learn each of your board members' communication styles and preferences. For example, one board member may prefer to communicate via email, while others may prefer to text, call, and/or share face-to-face conversations. You must be willing to adapt your own communication style to meet the needs of the team.

3. Put Team Needs Above Individual Agendas

Working with a group of individuals with the same passion can also cause conflict among team members. It's easy to let individual egos get in the way of the group's success. The saying, "There is no I in TEAM," is an important reminder that when working with a team, each member needs to put the needs of the team above their own individual agendas. Individual egos need to be replaced by trust in each team member.

Even for The Avengers, egos can get in the way. For example, Captain America and Iron Man have different approaches for handling difficult situations, and compromise does not always come easy because they both have strong egos. But, despite their disagreements, they never lose respect or trust in one another because they realize the value they collectively bring to the team.

The abandonment of ego is what allows a programming board to become part of a whole that is greater than the sum of its parts. It's important for the board to constantly remember everyone is working toward a common goal. Make sure the team takes time at the beginning of the project to identify the common goal and review that goal together frequently, especially in times of conflict. We all want recognition for hard work, but it's more important to remember that the goal is to deliver the best programming to your students.

4. Handle Disagreements Effectively

Any group of strong leaders will sometimes disagree. However, it's important to quickly solve disagreements because fighting within the team wastes time, slowing progress toward achieving team goals. The Avengers have not been immune to conflicts and have, at times, become distracted from their common purpose. For example, when Bruce Banner wanted to know why S.H.I.E.L.D was in the process of making weapons of mass destruction without consulting the Avengers, Nick Fury immediately pointed the finger at Thor. This small disagreement sparked a huge argument among the Avengers and the team started playing the blame game.

When disagreements occur among team members, it's important to allow each group member the opportunity to share their individual opinions. Once people have had a chance to vent, the focus of the group needs to shift to brainstorming creative solutions to address the issue. Blaming and accusing individuals only causes confusion. It's better, as a team, to own up to the mistake and generate creative solutions.

GET TO KNOW THE STRENGTHS AND WEAKNESSES OF YOUR TEAM. THIS WILL HELP ENSURE YOU ASSIGN TASKS TO THE APPROPRIATE PEOPLE WITH THE BEST SKILLSET FOR HANDLING EACH TASK.

5. Celebrate Team Successes

The Avengers always have a celebratory dinner after they've achieved a shared goal. Programming boards also need to celebrate team accomplishments. Doing so provides a great opportunity to debrief on what made the event successful, as well as on improvements to be made in planning the next event. Some ideas for celebrating include planning a game night, social dinner, or movie night. Never let successes go uncelebrated!

You Can Achieve More Together

The Avengers are excellent role models for building a successful programming board team. Like your board, they are a group of different individuals who come together to achieve a common goal. Lessons learned from the Avengers include the importance of getting to know team members and their communication styles, putting the needs of the team above individual needs, settling disagreements quickly, and celebrating team successes.

Campus programming boards can use these lessons from the Avengers to capitalize on and strengthen the relationships among board members and to achieve shared goals.

Together, you really can achieve more!

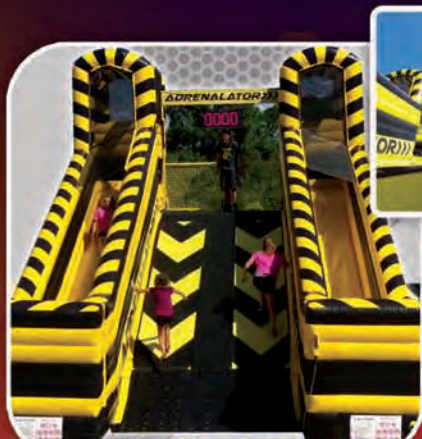
About the Author



Trevor Jones is the graduate assistant for Student Involvement & Activities at **Florida Atlantic University-Boca Raton**, where he is completing requirements for a master's degree in higher educational leadership this spring. He has also served as a graduate assistant for the institution's Faculty In Residence Program and for its Academic Success program in the Department of Housing & Residential Life.



Fantasy World



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WRECKING BALL 2.0



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PATRIOT BULL



GRAND SLAMMER



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BOOK NOW! DATES ARE FILLING UP FAST!

Entertainment

NEW ATTRACTIONS FOR

2017



HARLEY THE HOG



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**REMOTE CONTROL
PIRATE SHIPS**



NORTH WOODS FLUME



**MIDWAY
AMUSEMENT PARK**



THE VAULT

POLICE DOG BOUNCER



SUPER SONIC



THE BASICS OF SUSTAINABLE EVENT PLANNING

By
CAROLINE POOLE
Michigan State University

SUSTAINABILITY IN HIGHER EDUCATION has been part of a progressing conversation as many universities move towards green initiatives. Departments and offices focused on sustainability are expanding as the need for universities to set a green standard becomes more and more pressing. Although these pressures are directed primarily toward the administration, programming boards are also impacted by this new commitment to sustainability and environmentally friendly practices. Consequently, programming boards are not only presented with an opportunity to brainstorm and find more sustainable options when planning events, but also with opportunities to program engaging educational events that can foster among students a deeper understanding of the environment and their roles in protecting it.

An Example of Waste from One Event

The University Activities Board (UAB) at Michigan State University produces over 150 events per year. These events consist of open-mic nights, concerts, advanced screenings and additional movies, craft nights, and other late-night events such as dances and game nights – all of which produce waste and impact the environment.

Taking a closer look at just one of these events can show just how much waste can be produced on a single night. A laser tag event in the fall of 2016 attracted over 500 students who were enticed by free laser tag, popcorn, hot cider and team bandanas. Although these free items had an exciting impact for students, they had a harsh impact on the environment.

The company we used for the laser tag event was located in Elk Grove Village, IL, 246 miles away from Michigan State's campus:

Up-Cycle Craft Night

March 30th
7:00-9:00 PM
MSU Union Room 50

Free for all MSU students plus one guest.
All must show ID. While supplies last.

UAB
MICHIGAN STATE
university activities board



Surplus Store &
Recycling Center
MICHIGAN STATE UNIVERSITY



- The van used to transport the laser tag equipment to our campus from the company's headquarters in Elk Grove traveled about 500 miles, releasing about .4 tons of carbon dioxide, according to Carbonify.com.
- The 500 bandanas used by the laser tag teams came individually wrapped in plastic.
- Another 500 popcorn bags were ordered locally by Michigan State University concessions; however, the popcorn was also packaged in plastic bags.
- We ordered the hot cider we served through Biggby, which has a location on Michigan State's campus, but over 250 coffee cups were used and thrown away during the event.

Taking in all the different elements of the event, almost a half-ton of carbon dioxide was emitted, not taking into account the amount released by the factory that produced and shipped the bandanas. Now, keep those figures in mind and consider scheduling three or four events a week on average. The waste produced by a single programming board is large enough to cause us to critically think about ways to reduce these numbers.

Innovate Your Way to Being Green[®]

With NACA's core value of innovation in mind, changing how events are planned and executed so they can be more

NO EVENT WILL BE PERFECT, BUT KEEPING YOUR BOARD ACCOUNTABLE FOR THE WASTE PRODUCED AT EVENTS AND ESTABLISHING AND REVIEWING GREEN GOALS CAN HELP YOU STRIVE TOWARD PERFECTION.

sustainable may pose additional challenges, but taking on these challenges can encourage student leaders to become stewards beyond their campus borders. While programming boards will need to balance their organizational mission with the mission to become green, pursuing greener practices offers the potential for collaboration with different departments on campus. As the University Activities Board (UAB) at Michigan State University continues to pursue sustainable event planning, partners and resources have been key in rethinking our typical events.

UAB is committed to providing students quality social, recreational and educational programs that are fun and free or low cost to all Michigan State students. Keeping that mission in mind, this year, UAB set a goal to think more sustainably when planning events. Aside from the actual elements of events, UAB prints hundreds of posters, uses hundreds of hours of computer energy, and drives vehicles around campus in order to execute events and provide students with positive campus experiences.

However, innovating the event-planning process to draw attention to waste gave the board the opportunity to set an example. Costs and resources are often barriers to choosing green options, but UAB's efforts have resulted in finding new ways of making connections with other departments on campus while gaining more experience in managing a tighter budget and weighing costs and benefits of green practices.

Going Green Doesn't Necessarily Cost More

UAB discovered going green doesn't mean a board has to spend more green. In fact, being sustainable can actually result in extra money that can be utilized for other aspects of an event. Because UAB attempts to reach a campus of 50,000 students, putting up posters in residence halls and academic buildings has been a primary way to market events. In past years, 75-100 event posters have been printed for each event, and with about 150 events per year, that means up to 15,000 pieces of paper have been used along with large amounts of ink.

This year, the board cut posters to about 50 by focusing on online methods of marketing such as Facebook and Twitter. And when designing posters, directors are encouraged to use white space to cut down on ink use, ultimately saving the board money on printing, money that can go towards other office supplies or other aspects of green events, such as water coolers.

Water is often needed at sports events or events where food is served. In the past, UAB purchased hundreds of plastic water bottles for these events, adding to total waste. However, this year, with the purchase of dispensable water coolers, UAB has been able to not only cut down on the price of water, but also reduce the amount of plastic waste we generate. Although more time must be spent preparing water stations due to the need to have the coolers sanitized and filled for each use, the overall benefit of having them as a green option outweighs the cost of purchasing new bottles for every event or the time it takes to set the coolers up beforehand.

Partner with Other Organizations to Save

Our board has also relied on partnerships to become more sustainable. UAB works closely with a department on campus called Infrastructure Planning and Facilities (IPF). IPF builds and maintains the physical environment of Michigan State's campus through education, research and outreach missions, and has also taken on the effort to create a greener campus. UAB partners closely with IPF when working at outdoor events and has been able to use IPF's resources to supply recycling bins at them. Our partnerships on campus have extended beyond the administration to include students, including student groups with an environmental focus who've become involved with UAB events.

In the fall of 2015, UAB partnered with the MSU Shark Club for an event to raise awareness about shark conservation. Throughout the week, UAB and Shark Club members wore a Left Shark costume around campus to market an event called Shark Night. It took place at one of the campus pools where there was free open swim time along with shark trivia. We also showed a documentary about shark conservation later in the evening.

Fun and educational events focused on the environment also serve a green mission and show support for sustainability. In the spring of 2016, we worked with faculty from our biology department to offer a Nature Night Hike that allowed us to make interactive use of Michigan State's nature area on campus, which includes a forest and river. Biology department personnel led the hike, pointing out different plants and animals in the forest, and even making owl calls.

Strive for Green Perfection

While there are many ways for programming boards to be environmentally friendly, sometimes barriers can be too large to make every event green-focused. The cost of a green item may be more expensive than the budget allows, or students could be demanding a laser tag event and the best company to provide it is in a different state. With the goal of many events being to engage and improve students' experiences, it's up to your programming board to balance meeting the needs and wants of students and the needs of the environment.

No event will be perfect, but keeping your board accountable for the waste produced at events and establishing and reviewing green goals can help you strive toward perfection. It all starts when planning an event by asking, "What am I wasting and what can I do to waste less?"

About the Author



Caroline Poole is an event director with Michigan State's University Activities Board, on which she recently served as multicultural director. She is a senior professional writing major who is also double minoring in environmental sustainability studies and sustainable parks and recreation management.

THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

BE MORE

2017 NACA® NATIONAL CONVENTION || BALTIMORE, MD

The 2017 NACA® National Convention in Pictures

Delegates Find Countless Ways to BE MORE in Baltimore!

The NACA® National Convention is always filled with possibilities for booking great entertainment (and saving money while doing it), for student leadership and professional development through educational programs, and for getting in on the act behind the scenes through volunteering. At the 2017 Convention in Baltimore, MD, everyone took the idea even further as they found ways to BE MORE while making plans to bring great programs, ideas and entertainment back to their campuses in the coming months.

Inspiring delegates were newsmakers and entertainers such as Keynote Speaker

Ken E. Nwadike Jr. (the Free Hugs Guy), Hall of Fame Award recipient Roy Wood Jr., diverse showcase offerings, and featured speakers who addressed contemporary topics ranging from working with student veterans, assessment as part of the first-year experience, leading with social justice, and fostering inclusion among student leaders to documenting and assessing co-curricular learning, and developing authenticity, empathy and presence through inclusive leadership.

Diversity is always at the heart of the NACA® National Convention and 2017 was



no different, as evidenced by the NBC StandUp for Diversity comedians and other showcase attractions, and the diversity of topics in educational programs, as well as by the daily interactive Diversity Connections sessions, Diversity & Desserts social events, a Diversity Breakfast, a Diversity Dance Party, the 2017 Diversity Guide, and a Black History Month display.

All this and more gave delegates much inspiration to BE MORE during their four days in Baltimore. In the next several pages, enjoy images from the 2017 National Convention as you continue to find ways to BE MORE on your campuses and in your

offices throughout the year.

And if you'd like to review all photos taken at the 2017 NACA® National Convention, log into <http://naca.ws/2nlh2CD> and use the word baltimore (all lower case) as your password. You can also download your favorites and order prints.

(For photo coverage of awards presented during the 2017 NACA® National Convention, see the April 2017 issue of Campus Activities Programming®, available online at <https://issuu.com/naca>.)

Photography in this section is by Robert Levy.



Meetings between student delegates and vendors in the Campus Activities Marketplace, smiling for the camera, networking among delegates and taking in talent showcases show how Convention attendees found ways to BE MORE!

BEMORE

2017 NACA® NATIONAL CONVENTION || BALTIMORE, MD





From getting in on the act in a showcase to learning in educational sessions and sharing meaningful messages, attendees never missed an opportunity to BE MORE!







A sampling of the fabulous talent on display at #NACA17!





NACA® Institute Season Is Under Way!

You Still Have Time to Engage in Outstanding Experiential Learning Opportunities This Summer

NACA offers nine Institutes that provide team building, effective training and inspiring programming ideas that will leave you highly motivated to build better programs on your campus in the coming year. Registration is open now, so visit our Institutes home page at <http://naca.ws/2nBN0Fz>, check out the Institutes menu and register for the one (or more) you plan to attend! Information on registration deadlines and fees are listed with each Institute.

Questions? Get in touch with the contact person listed on each individual Institute page.

Institute: **Huge Leadership Weekend**

Dates: May 25-28

Location: John Newcombe Tennis Ranch (TX)

Audience: Students, New and Seasoned Professional Staff

Why Should You Attend?

Huge Leadership Weekend facilitates student development and growth in a variety of areas that will assist students in enhancing their experience as leaders and offer new and seasoned professionals a dynamic environment fostering communication, discussion and cognitive enhancement on focused topics of interest. Student and professional tracks are offered.



Institute: **S.P.I.R.I.T. Institute**

Dates: June 15-18

Location: Washington University in St. Louis

Audience: Students, Professional Staff, and Athletic Department Staff

Why Should You Attend?

S.P.I.R.I.T. (Spirit, Pride, Involvement, Relationships, Impact, Traditions) focuses on collegiate spirit, pride and traditions and is intended to provide students and professional staff guidance in creating, implementing, revamping or sustaining successful traditions and programs that evoke school spirit and pride. Delegates can include members from spirit clubs, programming boards, student affairs professionals and athletic department staff.

Institute: **Student Government-West**

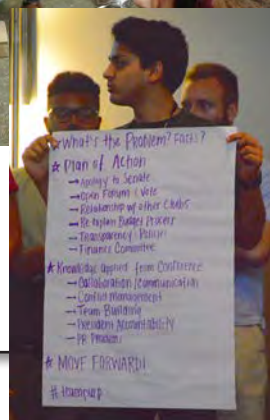
Dates: June 22-25

Location: University of Denver (CO)

Audience: Students and Advisors

Why Should You Attend?

Using various current leadership development theories, this Institute's curriculum provides participants with strategies to best represent diverse groups of students and organizations. It offers a hands-on curriculum designed to focus on refining personal leadership skills, building professional experiences and defining the role of student government.



Institute: **Student Government-East**

Dates: July 13-16

Location: University of North Florida

Audience: Students and Advisors

Why Should You Attend?

This Institute assists student governments in the development of strong, effective student-driven leadership on campus and helps define the role of student governments as liaisons for students and organizations. An advisors track offers resources on networking, idea sharing and more.



Institute: Concert Management Institute

Dates: June 6-9

Location: Vanderbilt University (TN)

Audience: Students and Advisors

Why Should You Attend?

The Concert Management Institute gives students a practical understanding of managing big-budget productions. However, the skills students acquire can apply to any show, any size, at any institution. Advisors will have opportunities for roundtable discussions and conversations among peer groups regarding advisor challenges with respect to large-scale concerts.

Institute: Summer Leadership Event

Dates: June 11-14

Location: Walt Disney World® Resort (FL)

Audience: Students and Advisors

Why Should You Attend?

The Summer Leadership Event uses Disney Youth Education Series (YES) Programs in its leadership develop curriculum for student leaders and professional staff. Among topics for students are leadership development and inclusive team environments, while advisors will focus on coaching students for their roles as peer supervisors and helping students connect leadership experiences with employability skills, and more.



Institute: Student Organizations Institute

Dates: June 19-22

Location: University of Akron (OH)

Audience: Professional Staff

Why Should You Attend?

The Student Organizations Institute offers new and seasoned professional advisors opportunities to network with peers while exploring best and promising practices, and learn strategies for risk management, advisor development and student leadership development. In addition, participants will discover resources that make advising student organizations easier.

Institute: National Leadership Symposium

Dates: July 17-20

Location: Texas Christian University

Audience: Professional Staff

Why Should You Attend?

The Leadership Symposium offers opportunities to explore a wide range of leadership theories, frameworks and models and encourages deep, critical thinking about issues and questions in leadership education. Participants will also explore deconstruction and reconstruction of leadership models and theories and identify pedagogies and design-thinking practices to facilitate student leadership learning.



Institute: Programming Basics Institute

Dates: June 8-11

Location: Eureka College (IL)

Audience: Students and Advisors

Why Should You Attend?

The Programming Basics Institute is geared toward new college student programmers who have little or no experience coordinating campus programs and events and offers a combination of large group sessions, cluster discussions and hands-on practice. Advisors have the opportunity to network with each other, facilitate large group sessions and serve as mentors.



DATES, LOCATIONS FOR FUTURE CONVENTIONS, REGIONAL CONFERENCES

Dates and locations have been confirmed for NACA's future National Conventions and regional conferences. Mark your calendars now!

REGIONAL CONFERENCES

2017

NACA® Northern Plains
March 30-April 2
St. Paul, MN

NACA® South
Oct. 5-8
Chattanooga
Convention Center
Chattanooga, TN

NACA® Central
Oct. 12-15
Cox Convention Center
Oklahoma City, OK

NACA® Mid Atlantic
Oct. 19-22
Buffalo Niagara
Convention Center
Buffalo, NY

NACA® Mid America
Oct. 26-29
Northern Kentucky
Convention Center
Covington, KY

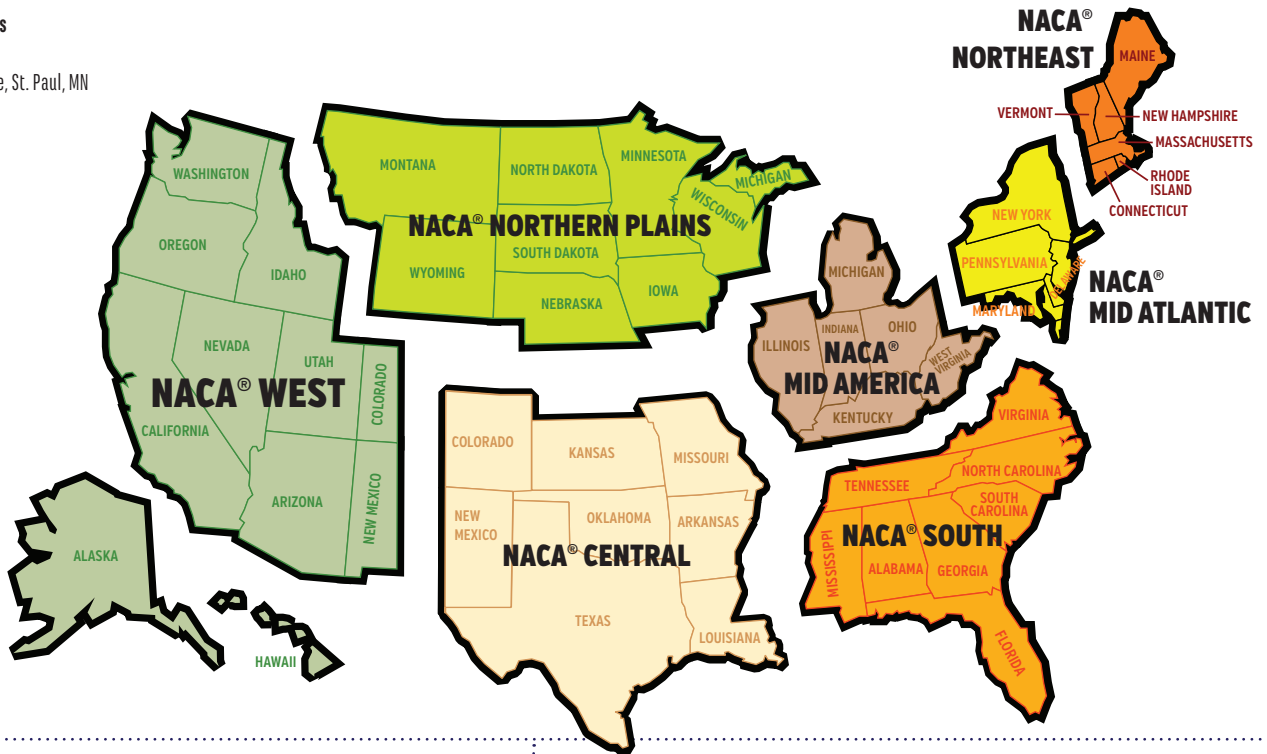
NACA® Northeast
Nov. 2-5
Connecticut
Convention Center
Hartford, CT

NACA® West
Nov. 9-12
Reno-Sparks
Convention Center
Reno, NV

2018

NACA® Northern Plains
April 5-8
Saint Paul RiverCentre, St. Paul, MN

National Convention
Feb. 17-21, 2018
Boston, MA



Advertise in the NACA® Spotlight Electronic Newsletter

Would you like the opportunity to reach your core customers through the NACA® Spotlight electronic newsletter? If you have questions or are interested in learning more about how to feature your company in this weekly electronic publication, produced in partnership with MultiView, contact **Grant Connell**, Director of MultiBrief Advertising, at salesinquiries@multiview.com or call **469-420-2629** and request a media kit.



Update Your NACA® Profile Today!

Do you have a new job title? Have you moved to a new institution? Do you have new professional responsibilities or interests? Then visit naca.org, click on the My Profile button in the upper right of the page and make any needed changes. Doing so not only keeps our records up to date, it also helps make sure you get the information, communications and connections that are so important to you as an NACA® member. Update today!



Write for Campus Activities Programming®!

2017–2018 Editorial Calendar

No matter whether you're a novice or a seasoned writer, Campus Activities Programming® has a place for you. Take a look at the suggested topics in our 2017-2018 editorial calendar and see where your experience or expertise will lead you in contributing an article during the coming year.

These topics are starting points for content and are not meant to be all-inclusive. Do you have additional ideas of your own? Contact Editor Glenn Farr at glennf@naca.org and share them!

September 2017

- Skills for Students
- Leadership Development
- Recruitment, Recognition and Retention

October 2017

- Career Preparation
- Advising

November/December 2017

- Social Justice (Inclusivity)
- Student Activism on Campus

January/February 2018

- Concert Production
- Risk Management
- Convention Preview

March 2018

- Health and Well Being
- Conflict Resolution
- Collaboration

April 2018

- Marketing/Branding
- Assessment

May 2018

- Change Management
- Traditions

In addition to these theme areas, each issue will have an article focusing on some aspect of social justice (in addition to the November/December issue focusing on that topic).



WELCOME NEW NACA® MEMBERS

NACA welcomes these new members, for the period March 17 to April 10, 2017.

SCHOOL MEMBERS

The New School (NY)
Utica College (NY)
Western Nevada College

ASSOCIATE MEMBERS

National General
Airheads, Inc (FL)
Mayhem Poets (NY)

National Self-Represented or Solo Artist

David R. Hagen (CA)

Regional Self-Represented or Solo Artist

Iron Tamer Enterprises, LLC (TN)
Janet Blair Music (NM)
Rene Collins and The Great Movement (CA)

Not Too Late to Renew Your Membership

The NACA® membership year began May 1. Did you forget to renew? The good news is you still can re-up for the year and continue to enjoy the benefits of membership, including members-only discounts on events, professional development, webinars, the NACA® Connect online community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. To renew online, visit www.naca.org and log into your NACA® profile.

Show What You Know: Present at NACA® Events!

Start sharing your experience and knowledge at NACA's fall regional conferences! The deadline to submit educational sessions is June 1 for fall regional conferences, Sept. 1 for the 2018 NACA® National Convention, and Nov. 3 for the 2018 NACA® Northern Plains Regional Conference

- Have you perfected a programming board evaluation process?
- Have you succeeded with an innovative program on your campus?
- Maybe you've completed research on a topic of interest to campus activities professionals, or you're using a phone app to engage with students during a program.

Share your knowledge and expertise on these and other relevant topics by submitting a proposal for an educational session at a regional conference, the National Convention, or for a webinar. There are engaging new formats from which to choose, too. Learn more online (<http://naca.ws/1X8Auqm>), where you can also find information about the proposal submission process and see specific submission deadlines. Questions? Contact Kayla Brennan at kaylab@naca.org.



Washington Weds Stovall

On Feb. 25, the former **Jerrica Washington**, assistant director for Activities and Programs at the **University of South Florida St. Petersburg**, married **Nathaniel Stovall** in Chapel Hill, NC. Mrs. Stovall currently serves as an NACA® Leadership Fellows Mentor and is also on the staff of this year's S.P.I.R.I.T. Institute.

DO YOU HAVE NEWS TO SHARE?

Got a promotion? Won an award? Got married? Had a child? Tell us all about it.

Contact Glenn Farr at glennf@naca.org with your latest news!



Turnbow Awarded Caldarelli Scholarship

Eboni Turnbow, dean of students and coordinator of Student Life & Activities at **Wayne State University (MI)**, is the recipient of the 2016 NACA® Foundation Tese Caldarelli Memorial Scholarship, awarded to undergraduate or graduates enrolled in institutions in the NACA® Mid Atlantic and Mid America regions.



Turnbow is pursuing a doctorate in sociology, specializing in gender and racial inequality, at Wayne State. She's written an extensive list of student affairs articles in Campus Activities Programming® and other higher education publications, and has also presented for NACA and other organizations. Additionally, she served as an NACA® Leadership Fellow and Mentor.

"This scholarship award will help me cover the costs of academic needs and expenses to present papers at regional and national conferences," said Turnbow, a first-generation college student. "Presenting research is a requirement for completing the [doctoral] program at Wayne State, and these expenses are not covered by the institution. With this award, NACA has eased some of the pressure of [covering] these expenses."

What Was the Most Important Event of 1982?

Was it the first use of the word "Internet?" The introduction of compact discs? That TIME Magazine named the personal computer its Man of the Year?

Or, was it the creation of the NACA® Foundation?

The Foundation is 35 years old this year, so celebrate this milestone by donating \$35 to the 35 for 35 Campaign (<http://naca.ws/2p6nLre>). Thirty-five dollars was a lot of money in 1982, and it's still very helpful today in funding the Foundation's 29 scholarships and six research grants. Donate today!



Taylor Awarded Zagunis Scholarship

Nathan J. Taylor, who is completing a master's degree in college student affairs at **Rutgers University (NJ)** this spring, is the recipient of the NACA® Foundation's 2016 John Zagunis Scholarship for Student Leaders.



At Rutgers, he serves as a student involvement graduate intern, as a career development graduate intern and as an advisor for the First Year Retention Program. As an undergraduate, he was involved in campus activities and served as the Foundation Fundraising Coordinator for the 2014 NACA® Mid Atlantic Regional Conference.

Taylor said he wants "to help student leaders transform their campuses into brave spaces where respect and empathy [for] others is fostered," adding that the Zagunis Scholarship will support him in completing his graduate education and connecting him with fellow professionals who share his vision.

June 30 Is Deadline for Four Foundation Scholarships

The NACA® Foundation offers numerous scholarships available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. These scholarships have a June 30 application deadline:

- Barry Drake Professional Development Scholarship
- NACA® Graduate Scholarships
- NACA® Northern Plains Regional Student Leadership Scholarship
- Alan Davis Scholarship

Learn more about each of these scholarships online at <http://naca.ws/1LtDAge>. Questions? Contact Kayla Brennan at kaylab@naca.org.

Are You a New NACA® Volunteer?

If so, we're going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio, and any special accommodations you might require while participating in NACA® events. What's the best way to share this info with us? Just complete the Volunteer Information Request Form (<http://naca.ws/1WIsxYF>)! It's easy, takes only a few minutes and we won't have to pester you later when we need your bio, headshot or other information. Questions? Contact Laura Jeffcoat at lauraj@naca.org.

Looking for Some NACA® Swag?

Maybe an NACA® mug for your early-morning/late-night caffeine boost, a sweatshirt to lounge around in, or even a new shirt for your furry friend? The New NACA® Foundation store has it all! Check it out at www.cafepress.com/NACAFoundation for items bearing your favorite NACA® logos. The best part? You'll be providing funds for the Foundation's scholarships and research grants that help shape the future of campus activities?



"CONNECT" THROUGH THESE NACA® MEMBER BENEFITS

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of NACA® membership. Now, you have additional benefits that enhance the value of your membership and help you reach your professional development and volunteer goals.

NACA® CONNECT

Have a question about leadership, two-year institutions, student government or volunteering? Why not ask others who share your interests and responsibilities? Visit naca.org and click on the NACA® connect button in the upper right corner of the page to discover four communities available to you as NACA® members:

- Leadership Education
- NACA® Volunteer Central
- Student Government (Staff/Grad)
- Two-Year Institutions

Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding. It's your Association, your community: NACA® Connect today!

AMPLIFY YOUR EXPERIENCE!

You know the value of NACA® membership. Help spread the word to prospective school members and create a greater, stronger Association. More members mean more resources, more Block Booking opportunities, expanded professional development and more professional networking. Plus, when you participate in the Amplify referral program, you will have an opportunity to enjoy some great incentives. Visit naca.org/Amplify to learn more.



WHAT'S NEXT FOR YOUR STUDENTS?

NACA® NEXT (Navigating Employability and eXperience Tool) helps students prepare for their next step after graduation – their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE), in which employers identify the skills they are seeking from recent college graduates.



This online tool allows students to evaluate themselves on the skills employers seek and provides them with suggestions for mastering these skills through their involvement in campus activities. As an added option, this tool allows them to have their advisors evaluate them on these same skills. For more information on this member benefit, visit naca.org/Members/Next and sign up your students today!

JOB OPPORTUNITIES FROM THE PLACEMENT EXCHANGE

NACA® partners with The Placement Exchange to promote job opportunities within the higher education field that are relevant to NACA® membership. Sign in at naca.org, then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity listed there, click on the job title. If you are interested in applying for the position, visit The Placement Exchange at theplacementexchange.org.



OUTSTANDING PERFORMANCE? ENCORE IS READY FOR YOU!

Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE (<http://naca.ws/1TKFJcS>) – make your knowledge and experience available to other NACA® members all year long. While you're there, find our webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video (naca.ws/20E7kOd) or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at kaylab@naca.org.



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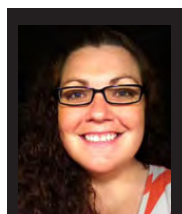


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Editor's Note: New members of several NACA® Leadership groups had not been announced by the press deadline for this issue of Campus Activities Programming®. After May 1, you may find complete committee listings in the NACA® Volunteer Directory online at <http://naca.ws/1deos5>.

10 QUESTIONS WITH ...

Ashley R. Lang

Director of Campus Programming
Assistant Director of the Institute for Leadership Education
Wartburg College (IA)



1 LEADERSHIP/MANAGEMENT BOOK YOU ARE CURRENTLY READING?

"Make Your Job a Calling" by Bryan J. Dik and Ryan D. Duffy, which was featured in a campus book club at a retreat held last summer and now for a book club for the group that was in attendance; and "Life Giving Mentors" by Tim Elmore in preparation for training mentors for our High School Leadership Institute (HSLI).

2 WHAT RECENT CAMPUS PROGRAM MOST EXCEEDED YOUR EXPECTATIONS AND WHY?

We held Our Large Event in a new venue this year and it sold out! Additionally, it featured a much more prominent artist than we are used to hosting. It was a HUGE accomplishment to bring Brett Eldredge to campus, have so many campus partners involved in the process and have the programming board be a part of something that took so much time and energy!

3 FAVORITE CAMPUS PROGRAM IN YOUR ENTIRE CAREER AND WHY?

Battle of the Unsigned Artist, themed as The Greatest Show on Earth (a circus), is the first that comes to mind because the entire executive team and tech crew were in character as circus characters, animals, etc. We had a huge balloon drop and much student talent performing. The amount of effort and creativity in that event really stands out for me. The Campus Easter Egg Hunt and our versions of The Price Is Right and Family Feud stand out, as well, simply because it was so much fun to watch students participate in them.

4 THREE THINGS ON YOUR DESK RIGHT NOW YOU COULDN'T LIVE WITHOUT FOR WORK?

My cell phone, laptop and handwritten to-do list/Post-it® notes!

5 BEST TEACHING TOOL FOR YOUR STUDENTS?

Gallup StrengthsFinder/StrengthsQuest – they teach us all about ourselves and then help us understand each other.

6 TECHNOLOGY THAT MOST BENEFITS YOU AT WORK?

Email and my laptop. When I don't have access to the Internet, I feel like I can't do anything.

7 MOST CHALLENGING ASPECT OF YOUR JOB?

Balancing all the hats I wear, even though I love that every day is different!

8 TIP YOU CAN SHARE FOR BALANCING WORK WITH A PERSONAL LIFE?

Yikes – see above! I have learned to focus on what I need based on feeding my natural talents/strengths and to make intentional time for my family. The work will always be there and I just have to keep telling myself that (although that isn't always easy).

9 BEST PROGRAMMING ADVICE YOU'VE EVER RECEIVED?

You can't plan for everything. Sometimes, things won't go as planned. Most likely, no one else will notice, except those responsible for the planning.

10 SOMETHING UNIQUE ABOUT YOUR PROGRAMMING BOARD?

It is called Entertainment ToKnight (ETK) because we are the Wartburg Knights.

"10 Questions with ..." recognizes individual campus activities professionals for their outstanding work, letting readers know more about them. If you'd like to recommend a professional staff member to answer "10 Questions," contact Glenn Farr at glennf@naca.org.

Leadership Legacy or LEADERSHIP LANDFILL?



JASON LeVASSEUR

Once upon a time, there was a new advisor named Bob. He was a nice guy who loved working with students and was excited about his new career in higher education. He wanted to be a great advisor. He worked very hard his first year to get new students to join his committees. At their meetings, they read articles on leadership development and wrote reflections on what each lesson meant to them and how they could apply these ideas in real life. They attended conferences and participated in workshops. They learned all their individual strengths and were able to put those into practice in different settings around campus. They faced challenges individually and as a team and they learned how to overcome them and grow stronger together.

Bob focused his energy on and dedicated his time to this group. He wanted them to succeed as they marched forward through their college years. And, yes, they did become a strong team. They were awesome, growing from brand new emerging leaders to seasoned experienced leaders who produced great events. They influenced the culture on campus and were loved and respected by all. It all culminated in one final amazing semester and then – they GRADUATED!!!

Although sad to see them go, Bob was now ready to start over with a brand new group. In his mind, he had succeeded. He had led the team towards victory and then, like a proud advisor, let the individuals fly off confidently into the next chapters of their lives. But Bob made a leadership development boo-boo.

All along, he left out a major component of his own team's leadership development – that his team needed to recruit, train, teach and mentor the next group of emerging leaders. Rather than creating a culture where his students were able to leave a lasting leadership legacy, Bob's amazing team's knowledge got dumped into THE LEADERSHIP LANDFILL!!!

This is a sad and dark place where ideas, knowledge and skills go to rest in obscure and unshared silence. It's not pretty there. Nothing happens. It just fills up with missed opportunities, lost ideas and forgotten victories.

Luckily, all was not lost. Leadership development is a journey. Bob met some amazing advisors that summer at a conference where he shared his story of starting over again and he was open to hearing their ideas on how to improve his own leadership development curriculum.

One of the amazing advisors named Dani said to Bob, "Your students learn from YOU giving them appropriate guidelines on how to share their knowledge with newer students and make it meaningful for these emerging leaders."

"Could it be something as simple as a check list or a training guide that the seasoned students use as they teach new students?" Bob asked.

"Yes," Dani said. "That's a good start!"

"In our office, with our student workers, the returning staff directly train our newly hired staff," Lacey added. "We try to hire at least a few of our new student workers before the end of the spring semester so they can get familiar with our policies and procedures."

"Wow, I don't have to do it all?" Bob said, amazed.

"We use legacy binders and calendars of the year that include a master list of traditional events," Jamie jumped in. "We also have new officers in place for last few events of the year so they can see how things run successfully. The binder gets passed down from semester to semester, and it includes specific roles and responsibilities of each job, even including event notes on what worked, what didn't work, and what needs improvement."

"Great ideas," Bob replied. "I never knew!"

"Delegation of responsibilities to committee members throughout the year has helped my program boards transition easily," Katy added.

"Delegation of responsibilities is a huge deal," Bruce chimed in. "Student leaders try to shoulder so much, when they could be imparting their knowledge through working alongside and mentoring up-and-coming leaders. This keeps a constant wave of educated and prepared leaders in an organization. It's a beautiful self-perpetuating sustainable cycle."

Bob frantically took notes, finally looking up after writing, "self-perpetuating sustainable cycle."

"Thanks everyone," he said. "I can't wait to implement these ideas in the fall. I will now actively and intentionally support the leadership legacy of my students and do everything I can to avoid THE LEADERSHIP LANDFILL."

Of course, Bob's story is fictitious. He's not a real person. But, he is similar to someone you've met before. The other advisors in this story, however, are real people doing really great work on their campuses, teaching and implementing leadership programs alongside their students, and helping them recruit and train the next group of emerging leaders. We thank them for helping Bob and for reminding us of the many possibilities in the sustainable cycle of leadership development.

What are you doing on your campus? Are you helping your students create a "Leadership Legacy" or are you filling up "THE LEADERSHIP LANDFILL?"

Jason LeVasseur lives in Nashville, TN, and is one of the most awarded music performers in campus entertainment. He is also a keynote speaker, workshop facilitator, summer camp counselor, husband, father, and the creator of "The Rock Star Project." Visit www.jasonlevasseur.com. He is represented in NACA by Bass-Schuler Entertainment in Chicago, IL.

"Curtain Call" is a regular feature of Campus Activities Programming® in which performers or agents who are members of NACA share anecdotes that help illuminate their perspectives and experiences in the college market. Entertainers and agencies wishing to submit a prospective column should contact editor Glenn Farr at glennf@naca.org.

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